

# Salt Lake Community College

## Orientation and Transition Orientation and Student Success

### Fiscal Year 2024 Program Review

#### Program Review Team Members:

Alonso R. Reyna Rivarola, Director of PACE (Partnership for Accessing College Education) Programs, Student Affairs, Salt Lake Community College, Salt Lake City, Utah

Margarita Vara, Director of New Student Orientation (Former), Student Success Center, Weber State University, Ogden, Utah

Nakia Eckert, Director of New Student Orientation, Student Success and Enrollment Management, Harrisburg Area Community College, Harrisburg, PA

#### Introduction and Executive Summary:

First, thank you. As the program review team, we were impressed with the level of attention, dedication, and professionalism exhibited by Salt Lake Community College (SLCC) staff, particularly the Orientation and Student Success (OSS) Department and the Orientation and Transition (OT) team, including its remarkable student leaders. Our experience as internal and external program reviewers was exceptional leading up to and during our site visits on Thursday, October 26, and Friday, October 27, 2023. It is no surprise that senior leadership regards this department and team as setting “the gold standard” for SLCC. A special thank you to OSS Director Richard Diaz, OSS Assistant Director for OT Penina Fitiao, and OSS Administrative Assistant Mary Stout for rolling out the red carpet for us.

Below, we will be presenting our program review commendations and recommendations based on our analysis of the documents provided to us by the OT team and a series of 21 interviews with 92 SLCC stakeholders and K-12 and community partners (See Appendix A for a complete list of interviewees). As we present our findings, we will pay particular attention to the following five areas of interest OT identified in their self-study:

1. An online versus an in-person orientation experience
2. Serving a multi-campus institution
3. Orientation as an engaging process leading to first-year success
4. Partner with the academic departments and faculty
5. Individualized orientation versus standardized experiences

### *Executive Summary*

As aforementioned, the OSS Department and OT team are setting the gold standard at SLCC by providing outstanding student-centered, data-driven educational programs that are equity-minded and contribute to increasing the student's sense of belonging and retention at SLCC. Students are drawn to the orientation office and the entire OT team should feel proud of their accomplishments. We applaud Director Richard Diaz and Assistant Director Penina Fitiao for their outstanding leadership at the college. What rose to the top of our interviews was that the orientation team's success is not determined based on ideas, quality of staff, or passion for student success, but rather can only be limited in scope due to lack of resources and inadequate staffing compared to programming expectations.

#### Overarching Commendations:

- Throughout the interviews, we received overwhelmingly positive feedback regarding Richard and his team. OSS is a collaborative network of student-centered individuals who work in tandem to provide high-quality, data and research-driven, engaging programming to new students. They are a diverse office with an accurate representation of the diversity of SLCC and its surrounding communities. All their work is done with the students at the center, and they are constantly striving to exceed expectations and provide an excellent onboarding experience to students.

#### Overarching Recommendations:

- Organizational Chart: OSS staffing needs must be evaluated (See Page 9).
- We recommend that OSS provides annual or bi-annual training to SLCC staff and faculty so that all functional areas know what is being presented at orientation. This would also be a call for action for functional areas to update and refine what information is being shared about their office(s) with new students. It would also be a time to ensure that information is being layered throughout the orientation and that students are taught to make connections to resources, not feeling as though they need to remember everything being taught at the orientation itself. This would also be a time to reassess the *purpose* of orientation as it relates to the student's overall academic journey. Perhaps this training could be shared through the professional development training portal on MySLCC.
- We recommend a deeper data dive to disaggregate the goals of OSS as they relate to retention to student outcomes with a particular emphasis on student diversity.
- From our interviews, it rose to the top that the OT office is spread too thin and has become a "dumping ground" of sorts for programs that don't easily fit in another department. The OT team is getting derailed from core functions and needs more time and staff to get back to the roots of orientation and the mission of the OT office. There are high-impact practices that the team would like to resurrect if given more time and staff.
- Regarding Title IX and FERPA, more information is needed in orientations that are both engaging and inclusive. We recommend that the OT team review the federal guidelines

regarding what is mandated training for students. From the interviews, the Dean of Students and Title IX partners want to be part of orientation and be able to present on important issues such as Title IX, FERPA, free speech, bias, and consent. There are also many other legal considerations that students should be aware of, including, but not limited to, pregnant and parenting student rights, VAWA, ADA, religious freedom, who is a CSA, the Clery Act, etc. While the Dean of Students has a positive impression of the OT team, she would welcome further collaboration and wants her programming to be more robust so that students and parents are fully informed of their rights.

- Standardized operating procedure training manuals for each area that OT oversees.

#### I. SLCC's Mission, Vision, and Goals

The mission of SLCC is to model inclusive and transformative education, strengthening the communities it serves through the success of its students. Further, SLCC engages and supports students in educational pathways leading to successful transfer and meaningful employment through its seven core values: collaboration, community, inclusivity, learning, innovation, integrity, and trust.

- Commendations: The overwhelming sentiment among stakeholders is that the OSS department and the OT team help enhance the mission of SLCC through engaging in data- and research-driven interventions that center students and promote their success. One example of how they achieve this is by offering in-person and online English and Spanish-language orientations, which positively correlate with semester-to-semester student retention. Interviewees repeatedly noted that OSS and OT have “too much on their plates” because of their effectiveness in serving students and helping them feel welcome at SLCC. There was some clear frustration from internal and external staff about the unfair expectations from stakeholders about the work OT needs to perform and the information they need to include in orientation, which has turned the team and their perceived operations and responsibilities into a “dumping ground” for information that should be addressed through various Student Affairs departments such as Admissions, Academic Advising, and outside ones including Academic Affairs.
- Recommendations: From the interviews, it is evident that staff and faculty across the college lack an awareness of OT operations, including senior leaders. This lack of awareness contributes to OT's numerous misplaced and unfair expectations. Cabinet members need to receive an annual orientation overview to understand the content delivery and take turns participating in in-person orientations to give students a warm welcome. Overarching recommendations include an annual debrief including a survey sent to campus partners, annual email reminders to campus partners for orientation content updates and “just-in-time” information videos sent to students.

## II. Programs and Services

### *New Student Orientation*

#### In-Person

- **Commendations:** The Orientation team at SLCC has done a remarkable job of preparing and presenting a high-quality and engaging in-person orientation experience to new, incoming students and should be considered the “gold standard” of student programming at the college. They are always ready to try new ideas, partner with key stakeholders, and make changes that benefit the student experience. They do so with limited staff and resources while ensuring that all new students have a positive experience and are moving seamlessly through the enrollment funnel. In addition, the Orientation team provides many opportunities for collaboration with key stakeholders at the college, which allows the students to have a one-stop experience during their orientation. This wraparound service becomes especially important when serving underrepresented and first-generation students. Through their work and interaction with new SLCC students, the Orientation team makes it clear that they are passionate about their work and strive to create an inclusive, diverse environment in all they do – from staffing to programming to daily interactions among staff and students. Bravo!
- **Recommendations:** The Orientation team at SLCC is adept at meeting students where they are and running a powerhouse orientation experience that equips students with the tools they need to be successful. However, pushing too much information into the in-person orientation experience could be overwhelming for students and counterintuitive to their preparation for the first semester and beyond. Faculty have commented that students often come to their classes without much knowledge of SLCC systems, processes, and general “college knowledge.” The program review team recommends meeting all stakeholders to establish front-end affinity group orientations tailored to a student’s academic pathway and/or a specialized student population. This approach could allow the Orientation team to “share the wealth” with the in-person orientation experience and involve faculty and other campus partners on the front end of the student onboarding process. We would also like to recommend that Cabinet allot time annually to attend orientation and provide feedback to the Orientation team. From our interviews, it also rose to the top that the in-person orientation is too long and overloads the students with information. We recommend that SLCC leadership critically examine what is being presented at orientation and determine what information is genuinely *needed* and what could be moved to an online resource that students can access at any time. This layering of information will not only shorten the orientation time but also empower students to learn where to find resources instead of feeling that they must remember everything they are hearing during orientation. Lastly, we are recommending that the orientation calendar is made visible to all campus partners, including IT and Security.
  - As SLCC progresses in the HSI designation process, the Orientation team must consider the benefits and drawbacks of providing a Spanish language orientation.

Having an orientation in Spanish could be both helpful and problematic. A Spanish language orientation would create community among LatinX students but could send a message that SLCC offers programs in Spanish which is not true. Alternatives to consider are offering Spanish language materials for students to have during orientation or working with a translation service (e.g., Language Line, Transperfect, etc.) to assist students if needed. We recommend that an orientation is only offered in Spanish if students can also complete classes and/or programs in Spanish. For SLCC to fulfill this mission, there would need to be more staff hired for these orientations and these staff members would need to be compensated appropriately.

#### Online

- Commendations: One of the most challenging aspects of a post-pandemic world is catering to a wide variety of new learning modalities that were not necessarily at the forefront of the student onboarding experience prior to COVID. Now, the Orientation team at SLCC is managing both an in-person and online orientation model to serve students in many formats, and they are doing so with exceptional care for the student, despite limited staffing and technology resources.
- Recommendations: Throughout the program review, it was mentioned many times that there should be some consideration for the online orientation to be the only method of orientation for students. While this would streamline the process and allow for more student-to-student and student-to-resource engagement, it is important to remember that the in-person modality of orientation is essential for students to meet each other and form a sense of belonging. However, we are recommending that the online orientation receive more funding to enhance and modernize the learning platform and to hire a full-time professional staff member to oversee orienting students online and for maintenance of the online orientation itself. The online learning platform has not changed since approximately 2010 and needs an upgrade. We are also recommending that the online orientation expand to include tailored sections for 100% online students. As SLCC Online is the largest “campus,” this orientation should not only provide online students with the tools they need to succeed, but it should create a sense of belonging and community for these students so they can feel like a true “Bruin,” even if they never set foot on a physical campus. A good practice for online orientation could be that students complete a mandatory piece of orientation online and then come to campus for further exploration and course registration. The online orientation should not exceed 90-minutes, which is congruent with best practices in orientation and student attention-span.

#### *Prison Education Orientation (In-Person)*

- Commendations: One of the most remarkable opportunities OT offers is the in-person orientation to students in the Prison Education Program (PEP). PEP staff indicated that having the OT team enter the prison has been excellent; students feel like they are “real”

college students for the first time, positively impacting their college and individual experiences. PEP also commended OT for offering a Spanish-language orientation option.

- Recommendations: To continue to provide in-person English and Spanish-language orientation to the Prison Education Program. This might be an excellent practice that needs to be documented in the literature and shared with other partners in the field through publications and academic conferences.

#### *Concurrent Enrollment VIP Orientation (In-Person)*

- Commendations: The Admissions and Orientation offices at SLCC stand out as one of the most collaborative, balanced, and reciprocal partnerships at the college. They work together to serve all student populations and move them seamlessly through the enrollment funnel. The Concurrent Enrollment VIP sessions have grown exponentially throughout the years and are a testament to the collaboration among these two teams.
- Recommendations: We are not recommending any major enhancements or changes to this relationship but would encourage both offices to consider an annual audit of programs and services, while continuing to pilot new initiatives as a team. Since the Concurrent Enrollment VIP Orientations are a well-established event and student numbers are growing, we recommend that the college increase funding to this program. This would also be an excellent opportunity to begin exploring Parent and Family engagement, which was mentioned frequently as an area of growth for the OSS office. It was also mentioned that since Concurrent Enrollment orientations are not mandatory, the Orientation team struggles to reach every student in this admit type. Engaging parents and families in this process could potentially drive-up orientation attendance.

#### *SLCC Days (In-Person)*

- Commendations: One of the key OT functional areas is SLCC Days, a robust, two-touchpoint equity-minded partnership between OT, Admissions, and K-12 partners (i.e., Granite and Salt Lake City School Districts). SLCC Days provides a unique opportunity to high schools that serve a significant population of first-generation students and students who experience high financial need. This program is an excellent example of how in-person programs are critical for high school seniors transitioning to college, particularly in an age where virtual options hinder their abilities to build in-person connections and exercise their non-cognitive skills. During the interviews, student leaders who participated in SLCC Days while in high school highlighted it was “powerful to see [a student leader who recently] attended your high school present on their real-life experiences at SLCC.” Student leaders also mentioned the importance of involving more parent/guardian presence in OT programming, including orientation and SLCC Days. It is also important to note that the Granite School District representative shared that OSS/OT sets the gold standard (once again) for college partnerships with the Granite School District.
- Recommendations: Continue providing SLCC Days to Granite and Salt Lake City School District students; however, consider including a parent engagement experience in multiple languages.

### *Welcome Booths (In-Person)*

- Commendations: The Welcome Booths are an amazing way to give a warm welcome and help students find their way on the first days of classes. The OSS team is always excited to provide this service to their incoming students.
- Recommendations: Because the OSS team is always willing to manage the workload, they have been the ones staffing these booths. In the spirit of “it is everyone’s responsibility” to help new students onboard, we recommend that campus partners also assist by signing up for the available dates and times. This is an opportunity for campus staff to intermingle with other staff who they don’t work with on a consistent basis.

### *Lunch and Learns*

- Commendations: The Lunch and Learn events are extremely valuable opportunities for students to learn about the many resources available as well as getting registered for classes. The target audience for these events are students who attend orientation but do not register for classes. So far, with the number of events offered, Academic advisors are available to ensure students register for the appropriate classes.
- Recommendations: Perhaps offer these events more frequently because staff has seen an increase in enrollment after each of these events. The challenge will be to ensure there are sufficient staff to help, i.e. at this time there aren’t enough academic advisors to host more registration help. Offering more Lunch and Learns would help with increasing enrollment further as well as addressing the concern expressed by staff about students who are signing up for the wrong classes. In addition, consider offering an online as well as in-person version of this event to maximize student reach.

### *Mega Fairs (In-Person)*

- Commendations: Mega Fairs are one of the key programs offered by OT. Campus partners are very pleased with the execution and results of this event. This event was described as a big festive party with the goal to begin to create a sense of belonging at SLCC. The OT team is very thoughtful in their approach to planning events by considering the fun and innovative ideas of their student workers.
- Recommendations: Continue to do what you are doing; it seems to be working great.

### *Bruin Bash*

- Commendations: Bruin Bash is another commendable OT functional area. Bruin Bash stems from a partnership between various campus stakeholders, primarily OT and the Thayne Center. Interview participants, particularly student leaders and student staff, had positive feedback concerning this program because it helps bring people together in-person and provides an array of opportunities for students and the community to engage and experience SLCC.
- Recommendations: OSS staff and stakeholders suggested that students who participate in an online orientation should be encouraged or incentivized to participate in on-campus, in-person experiences like Bruin Bash. This can help increase their in-person connection



to campus and their sense of belonging at SLCC. Consider adding a more intentional family component here to continue to reengage families at SLCC.

### *Course Registration Assistance*

#### *In-Person*

- Commendations: The OT team is to be commended for the weekly orientation events hosted as the beginning of the semester approaches. Time is set aside for OLs to help students register for classes and there is always an academic advisor invited to participate and be available to answer questions. Admissions is a valuable collaborator on orientation days as they help to remove barriers preventing registration.
- Recommendations: Excellent programming is in place to get students registered but the OT team's efforts are limited due to minimal staff available to help. The review team recommends the OT team works with the administration to negotiate additional assistance from campus partners (i.e., academic advising, etc.) to support orientation events.

#### *Virtual*

- Commendations: The OT team also does a great job of setting up registration opportunities virtually for students who are unable to stay and register after an orientation.
- Recommendations: *See recommendation above.*

### *Student Leadership Development*

- Commendations: There are a few practices in place to help student workers in their leadership development. There are bi-weekly one-on-one meetings with their supervisor about the Growth Planning and Support (GPS) performance evaluation to talk about professional goals and ways to grow in their position. In addition, part of their yearly evaluation is to update and submit their resume and interview again to get rehired. Also, student workers are encouraged to attend one or two conferences a year to keep them updated on the latest national trends.
- Recommendations: None

## *III. Resources*

### *Organizational Chart*

- Commendations: One interview participant said it best when she stated that, "[OSS] has the magic sauce," which has allowed OT staff to excel in their work. Nevertheless, it is evident that OT leadership and staff are taxed with responsibilities for a growing and diverse student body that can only be addressed with the addition of new staff.
- Recommendations: OT could benefit from restructuring by promoting the Assistant Director to Director and hiring one assistant director for in-person orientation and one for virtual orientation. An alternative option is that OT could benefit from hiring a full-time manager/coordinator for online orientation since this is an area that is getting a lot of



student interest and needs to adapt quickly to serve student needs appropriately. We also recommend that OT hires an additional program associate who could focus on parent and guardian engagement and additional orientation leaders.

#### *Budget*

- Commendations: From our interviews, it became clear that OT spends with discretion and only if it benefits the student. They do an excellent job of putting students at the center of their work and creating an inclusive, welcoming environment despite working with a limited budget and staff.
- Recommendations: The program review team feels strongly that the OSS office at SLCC would benefit from an increased budget and a slight departmental restructuring. Throughout our interviews, it became clear that Richard has taken on an overwhelming number of responsibilities and should be promoted to Executive Director of Orientation, Retention, and Student Success to oversee the areas of OT, Bruin Scholars, MySuccess, and the Summer Bridge program. OSS should be given the opportunity to hire another Director or Assistant Director to help manage the four main areas in this department. The OT team would also like to expand their services to include affinity group orientations which could require additional seasonal or part-time staff to serve those students. The OT team recognizes there is more work to be done to refine their programming, but at this point, it can only be done in a quality way with budget increases.

#### *IV. Metrics and Data*

- Commendations: OT has a great data strategy where they gather data logistical and student-level feedback on an ongoing basis; however, it could benefit from a quicker turnaround from Data Science Analytics to implement changes promptly.
- Recommendations: Work with Data Science Analytics to expand the data dashboard to glean more robust data and for OT to gain access to that data more quickly, for example, satisfaction survey data that is collected in a Likert scale could be presented through this dashboard as well as themes could be drawn from the improvement areas to gain a better picture of what OT can do to improve orientation.

#### *V. Relationship with Other Functional Units in SLCC*

##### *Bridge/Bruin Scholars*

- Commendations: This is an excellent in-house partnership between three of the four OSS teams (i.e., OT, Bridge, and Bruin Scholars).
- Recommendations: No recommendations.

##### *Admissions*

- Commendations: Admissions and the Orientation team have an open, collaborative, and respectful relationship. They value each other's work and seek to enhance the overall enrollment processes for students.

- Recommendations: The only recommendations we have are for Admissions and Orientation to plan an annual orientation review where they evaluate and refine their programs and processes, sunset outdated items, and brainstorm for the future. Otherwise, this is a flourishing partnership and one that should be held up as an example of collaboration and collegial growth.

#### *Academic Advising*

- Commendations: Academic Advising has an overwhelmingly positive relationship with the Orientation team. They have great respect for Richard and his team and feel that the lines of communication are open and that both teams are willing to make amendments to orientation if it best serves the student. At times, they expressed that they felt overly involved in the orientation process, especially as it pertains to their in-person work with students at orientation regarding academic pathways.
- Recommendations: We recommend that advisors do not do a deep dive into each academic program but rather assist students with their academic journey and teach them *where* to find comprehensive information about their program. Advising should reduce the time spent with students on the front end and encourage students to schedule individual follow-up appointments, especially if they are waiting for additional enrollment pieces such as placement testing. Advising should not engage with students unless all enrollment pieces are complete before orientation. Student employees should assist with registration after orientation to free up additional time for the academic advisors.

We are also recommending that Orientation Professional staff receive training in general advising. This used to occur some years ago, but the professional staff was asked to cease all advising interactions with students. If advisors feel that they are spending too much time with students at orientation, other Student Affairs employees will need to be trained to answer general questions on-demand at the session.

- SLTC: Special attention should be paid to students who are interested in SLTC but might not know how to navigate that specific enrollment process. Advising spoke openly about the need for a separate orientation for SLTC students. Since their enrollment process is different from SLCC students, they would benefit from an individualized experience. The Advising and Orientation teams would also benefit from a discussion about how to best serve these students given their limited time, staff, and resources.

#### *Career Services*

- Commendations: The Career Services Office appears to have a good working relationship with the Orientation team. During the interview, not much was expressed in either a positive or negative way regarding orientation.
- Recommendations: We are recommending that Career Services have a larger part of orientation especially as it pertains to undecided students.

### *Thayne Center for Student Life, Leadership, and Community Engagement*

- Commendations: Various campus partners agree that OT provides the programs every first-time student interacts with at SLCC. Therefore, what they do matters because it sets the stage for what SLCC is about, and OT is doing a great job considering their responsibilities and the resources/staff available to them currently.
- Recommendations:
  - Increase collaboration:
    - It would be helpful to receive an annual email reminder for updated content from campus partners, and it would be beneficial to make sure the most up-to-date information is available for students.
    - If time allows, departments expressed interest in presenting their information at orientation.
    - The OT office should reach out to offices/departments before orientation season kick-off and collaborate to provide culturally inclusive orientation events (this happened with the ODMA but then was put on pause due to the amount of work and limited staffing).
  - Communication:
    - Staff would like to know the steps a student needs to take from admission until they are in the classroom. Also, staff would like to know the content shared in both online and in-person orientation. Knowing this information will help staff better assist students who reach out to their offices. Ideas to keep campus partners informed would be to provide an overview of the student admit status through training. Because this training is beneficial for all frontline staff members, this training could be included in the onboarding of new staff hires by the Human Resources office (current staff would all need to complete this as well).
    - An annual debrief was suggested to keep campus partners updated with the latest orientation news.
  - Student seamless transition to SLCC
    - Due to common staff changes/responsibilities it has become difficult for campus partners to know who does what that adds to the onboarding challenges of new students at SLCC. Creating and implementing a student-to-student outreach process would help create a seamless transition for students from admittance through their first year at SLCC. Using MySuccess as the central documentation hub, utilizing texting, phone calls and emails, student workers can guide students through each of their onboarding steps and provide the soft handoff to academic advising or other resources as needed. This outreach process will help to ensure students complete the appropriate steps and get registered for the appropriate classes in a timely manner while building relationships with incoming students. The National Orientation Directors Association (NODA) would be the best resource to investigate the latest best practices.

### *Student Center/Facilities*

- Commendations: Overall, interviewees felt strongly that OSS and OT have a positive relationship with the Student Center and Facilities. It is important to mention here that the OSS/OT teams have staff members spread out across several campuses and centers, which makes it difficult for staff to feel supported if not located in one of the primary locations (i.e., Jordan, South and Taylorsville Campuses).
- Recommendations: OT would benefit from having additional staff members who can help provide ongoing assistance and support to satellite campuses and centers. This could also help employees feel connected to peers and provide key programs to students who are not at any of the three primary locations.

### *Prison Education Program*

- Commendations: See Prison Education Program commendation on Page 6.
- Recommendations: See Prison Education Program recommendations on Page 6.

### *International Student Services*

- Commendations: Overall positive feedback; however, it appears that International Student Services offers a second form of orientation for its students to ensure they feel connected to one another, campus, and the overall community. It appears there could be more intentional Partnership between OT and International Student Services and a deeper study
- Recommendations: Just like domestic students, international students need everything that orientation has to offer to get them off to a great start. We recommend an increase in collaboration between the OT team and the International Center staff to create purposeful programming to engage international students help them feel welcomed.

### *Office of the Registrar and Academic Records*

- Commendations: The Office of the Registrar and the Orientation team have a healthy working relationship that operates on openness and communication. The Registrar's office mentioned that students come to their office after orientation without the knowledge (or they forget) how to register for classes. The Registrar's Office did not seem sure as to whether or not orientation mentions registration and if so, how much detail is included. An example of this process is students who can't navigate the registration system or who do not register during orientation.
- Recommendations: We recommend that the Registrar and Orientation offices meet on a semi-regular basis to discuss how registration information is incorporated into the presentation. This time can also be used to refine and expand on essential information while defining a clear pathway to registration.

### *Office of Diversity and Multicultural Affairs*

- Commendations: See Thayne Center for Student Life, Leadership, and Community Engagement commendations on Page 11.

- Recommendations: See Thayne Center for Student Life, Leadership, and Community Engagement recommendations on Page 11.

#### *Financial Aid and Scholarships*

- Commendations: The Financial Aid Office has changed leadership in the last couple of years and the new Director is willing and eager to become more involved in the orientation process. Recent survey results indicated that students find the financial aid process difficult which could be a barrier to enrollment. However, financial aid and scholarships were not mentioned much, if at all, in most of our interviews.
- Recommendations: We believe that financial aid should have a higher stake in orientation. It is essential that the Financial Aid office knows and has a say in what is being presented to students regarding their office's domain and expertise. Financial aid should be discussed at a 30,000-ft view during orientation with appointments (or an in-person representative) available for students with more specific questions. We also recommend that Financial Aid and Orientation look at data to assess the number of students who register/do not register due to financial aid not being secured before classes begin. Additionally, students present at orientation are nervous/unsure about the financial aid process and are hesitant to go to the office for assistance. Providing a financial aid overview during orientation could assuage student's nerves and possibly eliminate students being dropped for non-payment. We are also recommending that the Financial Aid office explore what access the Orientation staff has to view student's financial aid information in SLCC systems. How can they better assist students during orientation if they were given access to more information?

#### *Faculty/Academic Affairs*

- Commendations: We would like to commend the faculty that spent time with the program review team during this process. These faculty members mentioned feeling on the outside looking in regarding the orientation process. They know that orientation is mandatory and that the purpose of orientation is to introduce students to services at SLCC. Faculty also recognize that orientation should serve to keep students engaged in the college process *before* they get to the classroom. Major pain points include students who can't navigate the registration system, overall college readiness, and students who self-advise and register for the wrong courses.
- Recommendations:
  - Overall, more collaboration is needed between faculty and the Orientation team. We are recommending that faculty have a larger stake in orientation and are involved in the planning process. This could be part of a college service requirement, but faculty leads should be charged with engaging in student affairs events especially as it pertains to their specific academic pathways. Overall, faculty have many opportunities for engagement during orientation and we believe that the Orientation team is equipped to find space for them to participate. Faculty involvement at orientation will further help students to create a sense of belonging

and connection to the college. Furthermore, a discussion on college readiness should be included as part of orientation. This can be done through a pre-orientation “College Knowledge” survey or during the actual session as a trivia game, etc. Post-orientation, there are a variety of opportunities for both faculty and the Orientation team to increase retention initiatives through student surveys (i.e. students with 15-30 credits) that redirect them back to learning services that were covered during orientation but may no longer be front of mind.

- If orientation attendance is only stored in BANNER, it would behoove the Orientation team to change their business process and record orientation attendance in MySuccess as a batch upload (if this is the technology most used by faculty and other frontline staff who provide student customer service).
- We are also recommending that faculty include a student services overview on the syllabus and as part of their office hours. Faculty remarked on feeling overworked (especially those in specialized programs) and not always being “in the loop” with where to direct students.
- Lastly, we are recommending that the Orientation team enhances the “kickoff” component of orientation that is shared with the Student Success team.

#### *Office of Information Technology and Library*

- Commendations: Overall, we received positive feedback about the relationship between this office and the OT. Communication and collaboration are both excellent examples of collegiality. For example, there are always lab aids available to help with tech issues that may come up. The OIT staff also feel like their work on the back end to ensure that student information is secure and processes flow smoothly is Avangard.
- Recommendations: One note of importance here is that Library staff would like to collaborate with OSS and participate in MySuccess as well.

#### *OneCard Office (Student ID)*

- Commendations: This is one of the areas that site directors indicated could use some support. In particular, there appears to be a lag when it comes to providing students with OneCards during orientation. In particular, the delay appears to occur when the students take photos.
- Recommendations: One recommendation to streamline the OneCard process was to work with the OneCard office to upload pictures before orientation. This would help students avoid line congestion during in-person orientations.

#### *Accessibility & Disability Services*

- Commendations: The overall sentiment from Accessibility and Disability Services is that OT is intentional about collaborating on orientation programs that are student-oriented and accessible for the most part.
- Recommendations: Ensure that OT staff and orientation leaders are trained in the most current accessibility best practices, for example, providing a visual self-description during

online and virtual presentations for participants who are blind or have low vision. Think about how to provide interpreting services for students who are Spanish sign language speakers.

#### *Veteran Affairs*

- Commendations:
- Recommendations: There seems to be a big interest from this student population in creating a pick-your-own orientation menu. Staff shared anecdotes of students being upset at the length of the online orientation in addition to having to complete additional paperwork and orientations to receive their GI bill benefits.



## Appendix A

- Adam Dastrup, Geosciences Coordinator
- Agustin, Assistant Director, Orientation and Student Success
- Ahmad Varedi, Director, Student Centers
- Alisi Niupalau, Assistant Director, Office of Diversity & Multicultural Affairs
- Alyssa Snyder, Coordinator, Orientation and Student Success (South City Campus)
- Angela Belnap, Associate Dean, Allied Health (Co-Chair of the Associate Dean Council)
- Anita Liu, Coordinator, Student Clubs and Organization, Thayne Center
- Anni Tedder, Director, Academic Advising
- Austin Pratt, Lab Aide, IT
- Belen Castro, Orientation Leader, Orientation and Student Success
- Blanca Damian, Peer Mentor, Orientation and Student Success
- Brandi Mair, Director, Contact Center
- Brett Perozzi, Vice President, Student Affairs
- Cammy Case, Lab Aide, IT
- Candida Mumford, Dean of Students & Assistant Vice President
- Carlos Salinas Tovar, Peer Mentor, Orientation and Student Success
- Chris Bradbury, Advisor, Prison Education Program
- Cynthia Bonsall, Assistant Director, Academic Advising
- Daniel Flores, Orientation Leader, Orientation and Student Success
- Danielle Shepherd, Advisor and Career Coach, Career Services
- David Jensen, Director, Office of Equal Employment Opportunity and Title IX
- Elizette Bond, Advisor, Academic and Career Advising
- Emily Johnson, Coordinator, Orientation and Student Success
- Eric Jensen, Part-time Coordinator, Orientation and Student Success
- Evelyn Solares, Orientation Leader, Orientation and Student Success
- Fartun Issaq, Orientation Leader, Orientation and Student Success
- Gabe Byars, Associate Professor & Program Coordinator, Occupational Therapy
- Gavin Harper, Director, SLCC Online eLearning
- Hannah Terry, Coordinator, Orientation and Student Success
- Holly Perry, Coordinator, Student Retention
- Jackie Reyes, Peer Mentor, Student Success
- Jen Seltzer Stitt, Director, Community Government & Community Relations
- Jeren Canning, Manager, Campus Card System
- Joan Lopez, Coordinator, Student Success
- Jody Katz, Director, Accessibility & Disability Services
- Jordy Malmaceda, Program Associate, Orientation and Student Success
- Joselyn Esquivel, Peer Mentor, Student Success
- Josh Samson, Coordinator, Orientation and Student Success
- Joshua Montavon, Director, Financial Aid
- Jovan Southwell, Director, Campus Site North & Assistant Dean of Students
- JuleeAnn Rivera, College Career Readiness Specialist, Granite School District

- Juliana Caballero, Peer Mentor, Orientation and Student Success
- Kafika Sound, Orientation Leader, Orientation and Student Success
- Karla Silva Ramirez, Peer Mentor, Orientation and Student Success
- Kate Gildea, Director, Admissions
- Kathie Campbell, Associate Vice President, Student Affairs, Student Success
- Kelly Taylor, Academic Computing Information
- Lauren Lowther, Advisor, Career Coach, Career Services
- Laysha Paredes, Peer Mentor, Orientation and Student Success
- Lee Azamar, Peer Mentor, Student Success
- Leonel Nieto, Director, Data & Analytics and Interim Vice President, Institutional Effectiveness
- Leslie Sime, Advisor, Admissions
- Lesly Gonzalez, Peer Mentor, Student Success
- Li Hoang, Orientation Leader, Orientation and Student Success
- Linda Rodriguez, Program Associate, Orientation and Student Success
- Lola Moli, Assistant Director, Student Leadership, Thayne Center
- Luz Gamarra, Advisor, Pathways Academic Advising
- Marci Howes, Assistant Director, Admission, Operations Admission
- Marcus Webster, Program Associate, Orientation and Student Success
- Mariam Mejia, Peer Mentor, Student Success
- Mark Johnson (International), Advisor, International Student Services
- Mary Stout, Administrative Assistant, Orientation and Student Success
- Matthew Wong, Coordinator, Orientation and Student Success
- Meredith Nickels, Manager, Operations Enrollment Services
- Michael Goleniewski, Web Developer, Information Technology
- Monique Reynoso, Peer Mentor, Orientation and Student Success
- Nancy Giraldo, Coordinator, Orientation and Student Success (Jordan Campus)
- Natalie Shepherd, Coordinator, Registrar & Academic Records
- Nicole Alley, UCAC (Utah College Advising Corps) Regional Coordinator
- Ologa Iopu, Registrar, Registrar & Academic Records
- Orion Gastelum, Peer Mentor, Orientation and Student Success
- Patricio Dominguez, Orientation Leader, Orientation and Student Success
- Penina Fitiao, Assistant Director, Orientation and Student Success
- Reuel Laver, Peer Mentor, Student Success
- Richard Diaz, Director, Orientation and Student Success
- Rob Robbins, Director, International Student Services
- Ryan Farley, Associate Vice President Enrollment
- Salote Brown, Assistant Director, Admissions, Concurrent Enrollment
- Sam Kuh, Manager, Web Systems IT
- Sarah Reale, Director, Digital Marketing, Institutional Marketing
- Shane Crabtree, Associate Vice President of Public Safety
- Shari Layne, Budget Analyst, Student Affairs

- Stacey Lindsay, School Counseling Specialist, Salt Lake School District
- Steve Hill, Director, Veterans Services
- Suzanne Mozdy, Interim Associate Provost for Academic Operations
- Tanner Telford, UCAC Regional Coordinator
- Taunya Dressler, Director, Campus Site South & Assistant Dean of Students
- Timothy Davis, Director, Thayne Center
- Ulysses Tonga'onevai, Director, Office of Diversity & Multicultural Affairs
- Verl Long, Assistant Director, Academic Advising
- Zachary Allred, Interim Director, SLCC Library Services
- Zitlalli Herrera, Acting Assistant Director, Orientation and Student Success